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ABSTRACT

This document examines strategies and procedures that British further education (FE) colleges can use to develop and enhance systems and structures for guiding and supporting learners and learning. It is based on the findings of a field test of the Managing Learning model for planning and recording the process of FE students. First, the importance of auditing existing programs is emphasized. The contribution that processes for recording achievement can make to quality assurance is discussed along with ways in which individual action plans (IAPs) and National Records of Achievement (NRAs) can inform and enhance entry services. Evidence for using action planning and recording achievement to support learning is presented along with a procedure for their use in providing a focus for tutorial support. Guidelines for recording evidence of achievement in an NRA and using IAPs and NRAs to facilitate transition are listed. The appendix contains a flowchart illustrating the proposed process of managing learning through regular planning and review. (Contains lists of acknowledgements and useful documents.) (MN)

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MURIEL GREEN

Action planning and recording achievement

Colleges are giving a higher priority to the individual learner in response to curriculum change and the requirements of the Further Education Funding Council (FEFC). This involves the provision of guidance and support to enable individuals to make informed decisions about their education, manage their learning, remain on programme and achieve their primary learning goal.

Individual action plans (IAPs) and records of achievement (RoAs) are tools which can be used to promote effective guidance and support at all stages in the learner pathway. *Managing Learning* (FEU, 1993) described a system for managing the process from entry through to exit (see Appendix).

The system proposed in *Managing Learning* was trialled by colleges and their experiences analysed. Drawing on that experience, this publication provides insights into the ways in which colleges can develop and enhance systems and structures which guide and support learners and learning.

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This publication:

- reiterates the importance of auditing existing provision
- shows how the outcomes of recording achievement processes can contribute to quality assurance
- outlines the ways in which individual action plans (IAPs) and National Records of Achievement (NRAs) can inform and enhance entry services
- advocates a role for action planning and recording achievement in supporting learning
- describes the way in which action planning and recording achievement can provide a focus for tutorial support
- identifies how evidence of achievement can be recorded in the NRA
- offers guidance on the ways in which IAPs and NRAs can be used to help transition

Auditing existing provision

Many colleges introduced systems for action planning and recording achievement through the Training and Vocational Education Initiative (TVEI). These were likely to have been piloted in particular curriculum areas rather than throughout the college. Where college-wide systems exist, they are likely to be restricted to full-time students.

Project colleges were encouraged to audit, review and evaluate their practice in the light of the model in *Managing Learning*. This helped colleges identify strengths and weaknesses in their systems and identify staff skills and professional development needs. These were the basis for planning to extend and enhance the quality of services offered to learners.

The college has had a process of review, target setting, guidance and support for many years, albeit in an informal way. *Managing Learning* has helped us to review and tighten our tutorial procedures and a college policy has been clearly defined.

The evaluation of the RoA system and process took account of the views of personal tutors, subject lecturers and students in A-level, GCSE and BTEC programmes. Questionnaires were produced and circulated via the cross-college working group. The results of the evaluation were presented and discussed by senior management along with a report from the Head of Student Services which highlighted a number of issues and made recommendations.

An internal audit can be a simple and effective way of informing development. Colleges will need to measure existing practice using a simple but clear audit tool. This should involve a range of staff, who have been thoroughly briefed.

In auditing current provision, colleges will need to:

- establish a clear and simple framework through which to review and evaluate existing provision
- provide opportunities for all those involved to understand and prepare for their role in the process
- identify and use existing good practice to inform or enhance a collaborative policy for the whole institution
- establish where-and-why structures, systems and processes which have been effective as a basis for devising codes of practice and setting out quality standards
- use evidence gathered through internal audit to inform planning for whole-college implementation to ensure consistency in the quality of services to learners
- maintain a cycle of review, evaluation and target setting to ensure continuing development of quality services

Contributing to quality assurance

Many colleges use student satisfaction questionnaires among their strategies to measure the quality of their provision. However, they recognise that such intelligence is not always used to good effect in influencing change.

Colleges trialling the *Managing Learning* model recognised the ways in which feedback from regular one-to-one review meetings between tutors and students could contribute to the quality debate and inform quality assurance procedures. Some set up formal structures to enable groups of tutors to meet with managers to consider the evidence and use it as a basis for curriculum planning.

As part of a re-organisation of the college staff structure, the post of student care manager was created. A number of these were appointed with each being responsible for a group of tutors. This was seen as a positive development by tutors as it made it easier to deal with issues about curriculum delivery brought up by students. The student care managers report to the head of division.

The interviews with staff also identified the need to provide tutors with ongoing training and development and the need to get the sequence and timing of learning programme reviews, student tutor reviews and parents evenings right.

A summary course report and action plan was produced at the end of the academic year or programme for the head of school who could extract key themes for the academic board and other relevant points to staff responsible for marketing, student services, etc.

We have learnt to accept and encourage feedback from trainees, on both the content and style of delivery of the training programme. Their input is valuable as a measure of both learning taking place and of the effectiveness of the training programme. Feedback can be used as a basis for planning.

Although student/tutor reviews can provide evidence which indicates the extent to which the curriculum is supporting effective learning, formal procedures need to be set up to enable such evidence to have an effect on curriculum development.

For example, where a number of students on an Intermediate GNVQ indicate, in their first individual tutor review session, that they are having difficulty in understanding the assessment and grading regime, the tutor will need to find a solution to the problem. Any solution at this stage is likely to be bolt-on and where structures exist for regular student feedback to inform curriculum planning, long-term solutions can be found.

In this particular case, a short-term solution may be some re-allocation of tutorial time to work with small groups, helping them to reach a better understanding; in the long term, the course manager and others could develop both a programme handbook and an enhanced induction programme for the next intake of students. It could indicate a need to regularly discuss assessment evidence in relation to grading and to support students with the development of their portfolios. Curriculum models accommodating such arrangements could include two hours flexible learning timetabled each week with the tutor, or six weeks timetabled delivery sessions, followed by one week of support activities, including review, target setting and support for portfolio preparation.

Colleges wanting to use the outcomes of individual student reviews to contribute to quality assurance will need to:

- recognise the purpose and benefits of individual reviews for students, teachers and the institution
- provide structures and support for a quality involving both students and teachers review process

- offer a mechanism by which tutors and programme teams can consider the outcomes of individual reviews

- establish structures and systems that enable the outcomes of student reviews to inform the further development of teaching, learning, guidance and support at programme team and institutional level

Informing and enhancing entry services

The key purpose of all entry services is to guide learners toward, and place them in, the most appropriate learning programme in the light of their experience and needs. The quality of decisions made will depend on the information available about both the learner and the provision.

Learners who have had experience of action planning and recording achievement should have developed a more realistic understanding of their own capabilities, as well as skills in decision making. Effective guidance and selection interviews need to draw on this experience to identify for each learner an accurate base line and appropriate next steps.

Evidence, such as career action plans, training plans, NRAs and portfolios of evidence can all help establish the learner's starting point and inform the initial assessment process. *Managing Learning* suggests that 'Student recruitment staff base interviews on existing RoAs and help students form action plans'.

Project colleges established a policy to invite potential students to bring the NRA to admissions interviews.

The ***Managing Learning*** process has affected the admissions system. Admissions interviews will be carried out from a whole-college perspective (rather than a course or departmental one) and are viewed in the context of entitlement. Part of the college's guarantee to students is a minimum quality of guidance and counselling at the admissions interview. Every full-time applicant should get a half-hour interview in which the NRA is considered and an action plan produced, regardless of whether the student eventually attends this college or elsewhere.

The college seeks to build on school leavers' NRAs and aims to carry the recording process forward through college and into HE and employment. This has implications for publicity materials and what staff involved in school liaison say to potential applicants about the kind of guidance and tutorial support they can expect from the college.

The summary document does indeed provide much more information about the individual and the achievements gained than the traditional school reference. The NRA provides an attractive, uniform format, the contents are explicit, well laid out and the inclusion of an action plan has proved to be of great value.

During the course of the year we began discussions with two schools about using the NRA as a basis for offering firm places on college courses, as opposed to the previous practice whereby places would only be offered provisionally, pending GCSE results. We reasoned that if the NRA was sufficiently accurate and informative then it could be a vehicle for progression. We identified five factors — English and Mathematical ability, motivation, organisational ability, learning, and potential — which could be used as a framework for admission to FE programmes.

Colleges can benefit from liaising with partner institutions about the content and timing of records, so that they are available to support initial guidance and selection interviews. The NRA will be most useful when the students have been helped to use it selectively and appropriately. Skilled interviewers will

then be able to look at the requirements of a particular learning programme, along with evidence of achievement from the NRA to prompt discussion with the student leading to an informed decision about their learning goal and learning programme. This initial assessment and guidance can play an important role in the early development of the individual's learning agreement.

Obtaining a good match between the learner's interests and abilities and the requirements of a particular learning programme is a key aim of a selection or a placement interview. Colleges need to identify clearly the range of opportunities available, provide details of teaching, learning and assessment associated with different programmes, and possible progression routes. Explicit entry criteria will be helpful to both admissions staff and to potential students.

For example, students wishing to follow an Intermediate GNVQ programme in Health & Social Care in one college are asked to provide evidence of a commitment to study, an interest in looking after other people and a level of competence in English and Maths. Evidence that a candidate meets the entry criteria could be presented through their NRA; a personal statement that confirms regular attendance at school, a commitment to GCSE course work in a number of subjects, an enthusiasm for team games, out of school responsibilities for younger children in the family, regular baby-sitting jobs and a desire to follow a career in a caring profession. This could be supported by a school achievements page providing evidence of a conscientious approach to work in all subjects, as well as a summary of achievement in National Curriculum Maths and English indicating they are likely to get GCSE Grade D in these subjects.

Many colleges are screening all full-time learners at entry to identify levels of literacy and numeracy so that help can be offered if needed. Where partner institutions recognise the value of evidence of achievement in National Curriculum Maths and English, and FE staff are able to interpret and use the information, it should be possible to use the completed NRA in the induction processes to identify where learners may need support.

For example, a course tutor for the BTEC National in Production Engineering may see from NRAs brought to induction, that five young people were each awarded grade C from the higher tier GCSE paper; they will recognise that these students will have done number, basic geometry, trigonometry and algebra and will have manipulated formulae, whereas those who were awarded grade C from the intermediate tier examination will have had a more limited experience of the same subjects. Liaison with partner schools could ensure that a summary of the students' achievements in key areas of experience are included in the record. Students could be encouraged to bring examples of relevant work, in algebra for example, in their portfolio.

Colleges which want to enhance the quality of entry services will need to:

- liaise with partner institutions to ensure the availability of appropriate evidence of achievement when it can inform initial assessment of learners at entry
- make explicit the entry requirements for learning programmes
- train guidance and admissions staff to prepare them to use the NRA selectively and appropriately to enhance the quality of interviews
- ensure that college staff involved in the delivery of entry services are aware of the changes in the curriculum at KS4 and are prepared to respond to the implications for progression
- induction programmes draw on the NRA to help clarify details of the individual learning programme

Supporting learning

Managing Learning promotes the sharing of learning targets with learners. The model involves the teacher in:

- explaining to students what they will be learning and how they will go about it
- formulating specific and precise learning targets ensuring that students understand what they need to learn and how it is assessed
- providing comments, marks or grades so that learners have a good understanding of whether they are making suitable progress, or any problems need to be remedied

Although project colleges made some progress in this area, it was clear that there is a need for much development in this aspect of the process. It is important that groups of students understand the structure of their learning programme, the aims of individual lessons and have realistic, achievable and measurable learning targets set for whole classes, small groups or individuals, as appropriate. It is equally important that teachers and students make judgements about progress made toward the achievement of targets and that regular feedback is given. Feedback may be a combination of oral and written communication, but it should always recognise what has been achieved and give practical guidance that will enable the learner to plan to progress with their learning.

As part of the quality system, staff produce schemes of work which are available to the students, so that they are aware of what the course with respect to topic and assessment. Comments and grades are fed back regularly to the students by individual subject teachers outlining progress, problem areas and weaknesses and suggested ways of improving. Action plans are used to identify ways forward. These are ongoing and kept by the student and are regularly updated and checked by both subject lecturers and course tutors.

Colleges require teaching staff to engage in a process of one-to-one reviews with students in their normal teaching time. Information from these sessions is then passed on to the tutor by the teacher so that it is available prior to the student/tutor planning and review meeting. Some teachers do not like to adapt teaching and learning styles that enable them to do this.

Although action planning documentation provides students with an opportunity to record learning objectives and their plans to achieve them, many students see little value in completing pro formas as a group activity at the start of a new piece of work. It is important to remember that while action plans are a tool to sustain and enhance good practice, it is the dialogue that informs the guidance and support for learning that is crucial.

Assessing Achievement (FEFC, 1993) confirms the need for teachers to share learning objectives with learners, assess achievement of the agreed aims, regularly inform learners of their progress and record achievements and identify new targets. Students reported that, where this had happened, they very much valued the opportunity to discuss learning goals and receive feedback on their performance.

Colleges wishing to use action planning and recording achievement to support learning will need to:

- ensure that learners receive written information on the structure of the learning programme, teaching and learning methods and modes of assessment and check that it has been understood
- confirm learning objectives of lessons, practical tasks and written work
- help individual learners set realistic, measurable targets that enable them to make progress toward identified learning goals
- share the criteria against which learning will be judged

- offer regular oral and written feedback which recognises what has been learnt and what still needs to be learnt

A focus for tutorial support

The *Managing Learning* model gives the personal tutor a central role in the process. 'Whatever structure is adopted, the core of the personal tutor's function is managerial: to help students monitor their progress, deal with difficulties, and develop skills to do this for themselves.' Project colleges trialling the model were all able to arrange dates for student/tutor review sessions, but the frequency and length of these varied.

Most project colleges reported that a termly review was adequate for most students, providing additional support could be made available in response to need. Almost all made provision for 20-minute review sessions, but there were situations where students and staff said that they would have liked more time. With up to 25 students in some tutor groups, having regular one-to-one sessions has significant resource implications.

We case loaded personal tutors...tutors of full-time students had a case load of 24 learners with an allocation of prescribed and non-prescribed time. The allocation of prescribed time was worked out as 5 minutes x number of learners x number of weeks, with non-prescribed time allocated according to the same formula. In this context, case loading offered a total of 144 hours in which to tutor 24 students. Prescribed time was used for timetabled group and individual tutorial sessions, while non-prescribed time was used for preparation and support activities as well as non-scheduled individual interviews (in response to need).

We used 'supertutors', staff who did not teach at all but were committed and skilled in tutoring functions. 'Supertutors' had about 50 learners to support and worked with groups and individuals.

The evaluation revealed that students found it useful to be able to talk things through with a member of staff who was personally interested in them and could offer help, advice, support and re-assurance. Staff valued it because they had planned and structured opportunities to discuss progress with individual student. Subject lecturers felt supported by it, and it provided staff with a means of getting feedback on courses.

Getting the subject reports beforehand is useful. Students need a lot of help in preparing for tutorials. An interim summary RoA can be valuable in helping them think about what they have done over the year and set targets.

A major difficulty faced by tutors was gathering information about a student's performance from each of that student's subject lecturers. Some subject lecturers were reluctant to share information and sometimes unwilling to complete pro formas which could be forwarded to tutors, or to make comments on the action plan.

Clearly, subject lecturers would need to set learning targets and establish expectations of acceptable performance for students; what role did the tutor play in setting targets, particularly if the tutor was not a specialist in the vocational area concerned? Was it to establish more general targets, perhaps in terms of study skills, or to encourage more systematic reflection by mediating feedback from all lecturers?

Individual tutorial reviews work best when they are supported by evidence of achievement and targets which have been set in curriculum areas. Managing the dynamic between the roles and responsibilities of personal tutors and subject or module staff is therefore important.

Many colleges have produced job descriptions for tutors as well as minimum standards, codes of practice and guidelines. All of these set out

clearly the roles and responsibilities of the tutor. It is important that such documentation is accessible to tutors and that, where appropriate, it is used as a working guide to good practice for all concerned. Teachers and students must also be clear about their roles and responsibilities in relation to individual reviews so that they can be proactive in preparing for them.

In-service training which offers staff opportunities to learn about and develop open questioning techniques, active listening skills, summarising skills, etc. will ensure a better quality review with more meaningful outcomes. Some colleges offer accreditation for tutors through different agencies and schemes, including Open College Networks.

Once staff are clear about their roles and are feeling comfortable and confident in their ability to carry it out efficiently, they will need to work to achieve set tasks to a schedule.

Colleges wishing to enhance the tutor's role in supporting learners will need to:

- clarify and confirm the aims and purposes of individual reviews with subject teachers, tutors and students
- ensure that tutors are prepared for their role in supporting individual reviews through codes of practice, quality standards and guidelines
- confirm and clarify the role of subject staff in contributing to effective individual reviews
- support the professional development of staff to enable them to develop necessary skills
- establish structures for one-to-one review sessions which incorporate feedback from curriculum areas
- publish a timetable for individual reviews

Evidence of achievement

A key function of the *Managing Learning* process is gathering evidence of achievement. To some extent, this evidence may be similar to that of formal qualifications. However, as more flexible, unitised provision becomes the norm, the recording of ongoing achievement assumes greater importance.

Students who are working toward qualifications in competence-based schemes will be encouraged to maintain comprehensive records of their achievements. These can provide an important focus for discussion with teachers and tutors in both lectures and tutorials. However, it remains important for the tutor, in individual tutorials, to help the student look at the detailed evidence of performance and draw out the key strands of their learning.

The one-to-one discussion that enables the student to summarise achievement will enable them to develop an accurate view of strengths and weaknesses. Practice in articulating experience and achieve-ment will bolster confidence and increase motivation. It is therefore important that students are encouraged to make interim summaries of their achievements as they progress.

When students are following non-competence-based programmes, the tutor may want to encourage them to identify achievements in terms of experiences and skills that will enable them to be successful in the different areas of the learning programme. For example, an A-level student could be encouraged to think about, discuss and look at evidence of their ability to synthesise information from a range of sources.

Managing Learning recognises the summary document as being distilled from detailed written records kept during the planning and reviewing process. It has two functions:

- it explains the student's achievement to others. Employers and HE admissions tutors want to know what achievements, skills and personal qualities an applicant possesses in addition to their qualifications. The RoA provides this information

- it helps the student to recognise what they have achieved. This bolsters their confidence, which in turn enhances their performance in employment or further studies

Colleges involved in the project encouraged students to prepare summative documents.

It is essential that the information included in the NRA is honest and verifiable. The personal statement is the student's sole responsibility, however; the qualifications and other achievements are monitored by staff who need evidence of such achievement, and by the student services unit to verify exam results.

The student compiles the document along with the tutor who ensures quality standards are maintained. The document is produced on a PC and is standardised across the college.

Students draft and update personal statements periodically and have them prepared for use in HE and employment interviews. All summative documents have been completed by April/May of the student's final year.

We have adopted a software package to record and drive the action planning process. Each student is supplied with their own disc and instruction booklet. We think the system will be attractive to students; it will give them ownership of their action plan. Print outs can be taken to reviews. A further advantage is that it will print a student's summary record on official stationary.

Planning for the production of summative documents must take account of both the processes that support the student in recognising and recording significant achievement, in an appropriate timescale, and the resources that will be required.

A schedule of tutorial support will need to include sessions dedicated to the compilation of NRAs so that, perhaps, whole-group sessions are used to provide information and involve students in sharing experiences and ideas, supported by individual guidance interviews. This level and kind of support, along with written guidelines for students and tutors, will enable students to prepare valid and reliable summaries of their achievements.

NRAs will need to be available to students as they begin to summarise their achievements. In some cases, students may have used their NRA regularly throughout the learning programme, updating it after each review. Where this has not been the case, 16-19 year olds will need to be encouraged to bring in NRAs issued at school. NRAs can, of course, be ordered from the National Council for Vocational Qualifications (NCVQ) for students who have not progressed from school or government-funded training schemes, although cost is obviously an issue.

The Department for Education and Employment records indicate that (based on numbers ordered) over 80% of school leavers are issued with an NRA. Colleges can therefore assume that most 16-19 year olds will have one. However, the contents may vary. Some schools will have used all the NRA standard sheets, others will have used their own. Regardless of how summaries were presented at entry, it is likely that all pages will need to be updated and more pages added. The NRA standard sheets include: personal details, personal statement, qualifications and credits, achievements and experiences, employment history, individual action plan, achievements in education, attendance rate and continuation sheets. All are available from NCVQ. Written guidelines for students and tutors will help in the selection, summarising and recording of evidence of achievements.

The availability of IT facilities is such that many colleges now encourage students to prepare much of the summative documentation for themselves. A range of software is available to support this activity and the National Council for Educational Technology has produced *Using IT to Record Achievement in Colleges of Further Education* (1993), which includes information that enables readers to compare and contrast some of the different packages available. There is an issue about the extent to which the summative document is word processed or whether it is appropriate for the personal statement to be handwritten. Colleges can, of course, consult likely end users on this and other NRA issues by exploiting opportunities offered through employer advisory groups, work experience providers, HE compact members and local networks.

Although the summative document is the property of the student and contains summaries of what the student has experienced, learned and can do, it is a record of the opportunities offered by the institution. It is, therefore, in everyone's interest that the document is an accurate portrait of the student and provides evidence of their personal, social and academic achievements. Colleges will want to make decisions about the extent to which they attempt to influence or dictate the content of particular sections of the record, including the use of English, spelling and so on.

In preparing to issue NRAs to students colleges will need to:

- consult and work with end users to inform college policy
- ensure that college policy and codes of practice define systems and processes that enable tutors and students to recognise, summarise and record a range of evidence of achievements
- offer students access to NRA folders and NRA standard pages
- guide and support students in the preparation of a valid and reliable record of their achievements

Using NRAs to support transition

NRAs can play an important part in preparing students for transition. It can be used to influence discussions about possible choices post FE. When an informed choice has been made, the student can draw on different sections of the NRA to complete application forms, write letters of application and prepare for interview.

Project colleges were able to support students in the development of summative documents and some were able to use documentation internally to inform pre-exit guidance and/or the preparation of references.

Tutor guidance was considered crucial for helping students make the most of RoAs when making UCAS applications. Written records helped staff write references and students complete personal statements for UCAS applications.

A factor that has helped to promote the process is the benefits and advantages that the NRA can afford at an interview with an employer, HE or FE. The UCAS application form asks students to indicate whether they have a post-16 RoA. However, managers and staff at the centre are not yet fully convinced that the NRA is sufficiently recognised and understood by interviewers.

Some tutors reported that students who were able to draw on their NRA felt more confident about completing the UCAS application.

HE admissions tutors reported that the quality of applications has improved quite markedly during the past two years. Students completing the further information section on the UCAS form were showing a noticeable improvement in the quality of presentation and the evidence offered in this section. Statements tended to be much more reflective.

Preparation for transition can begin far in advance of a leaving date and the NRA can play an important role in supporting the process. As students draft their summative personal statement, they are analysing and describing their personal strengths, weaknesses and aspirations so that they are supported in formulating an accurate self image. The document can be used to inform pre-exit guidance so that decisions about possible routes post FE are based on a realistic understanding of their capabilities and areas of interest. This can be helpful in deciding whether to progress to employment or to HE. In either case, it is important to make informed decisions about the job or HE course for which the student will apply. Like the FE sector, HE suffers from significant dropout so it is important that students are guided toward a course of study which is appropriate to their interests, needs and aspirations.

Having decided on the jobs or HE institutions in which they are most interested, students will need help in making applications. The NRA can be a useful reference for students when putting together applications, whether completing forms or drafting letters. Students may need help in using the information selectively and appropriately so that they present their achievements and personal qualities in a positive and focused way, linking them directly to the course or career which they wish to pursue. Colleges may be able to use existing contacts with employers and local HE institutions to draw up guidance for staff and for students.

Students who have successfully packaged their experience and achievements into an application have a better chance of securing an interview. Where they have had regular review sessions with a tutor and a practice interview they are more likely to be relaxed and articulate in an interview. Having relevant evidence of their achievements, attractively packaged in the NRA, may well give them that extra confidence needed to present their case.

Many tutors and students have indicated frustration at the perceived lack of interest shown in the NRA by both employers and by HE. Clearly much can be done with the document internally to prepare students better for moving on. There are also strategies that can be employed to raise the profile of the NRA with end users. For example, employers could be encouraged to offer a mock interview, using the NRA, to students taking up work placements. They may even be prepared to contribute to the document by providing written commentary following the placement. Candidates for HE interviews may need to be prepared for the admissions tutors who have never seen an NRA. They should be encouraged to take the initiative and invite the tutor to look at relevant sections.

To prepare students better for transition, colleges need to:

- prepare tutors and students to use NRAs to inform pre-exit guidance
- encourage students and tutors to draw on the recording achievement experience and on the documentation in preparing applications and references
- prepare students to use the NRA selectively, appropriately and confidently in interviews
- develop practical strategies to raise the profile of the NRA with end users

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Queen Elizabeth Sixth Form College, Darlington

School sector sixth forms

Carmel Comprehensive School, Darlington
Durham Sixth Form Centre
Ferryhill Comprehensive School, Ferryhill, County Durham
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Hermitage Comprehensive School, Chester-le-Street, County Durham
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For further information about this bulletin or FEDA's current action planning and recording achievement development work, please contact Muriel Green on [0115] 929 3291.

Useful documents

Managing Learning, FEU, 1993

Action Planning and the National Record of Achievement: Report on Consultation, NCVQ, 1993

Using IT to Record Achievement in Colleges of Further Education, NCET, 1993

The Recording Achievement and Higher Education Project: A Report of the Project and its Evaluation, UCAS/Employment Department, 1993

Maximising Potential Through Individual Action Planning, FEU, 1994

Guide to the NRA: A Guide for Schools, NCVQ
Guide to the NRA: A Guide for Trainers, NCVQ
Guide to the NRA: A Guide for Employers, NCVQ
All come with related guides for young people

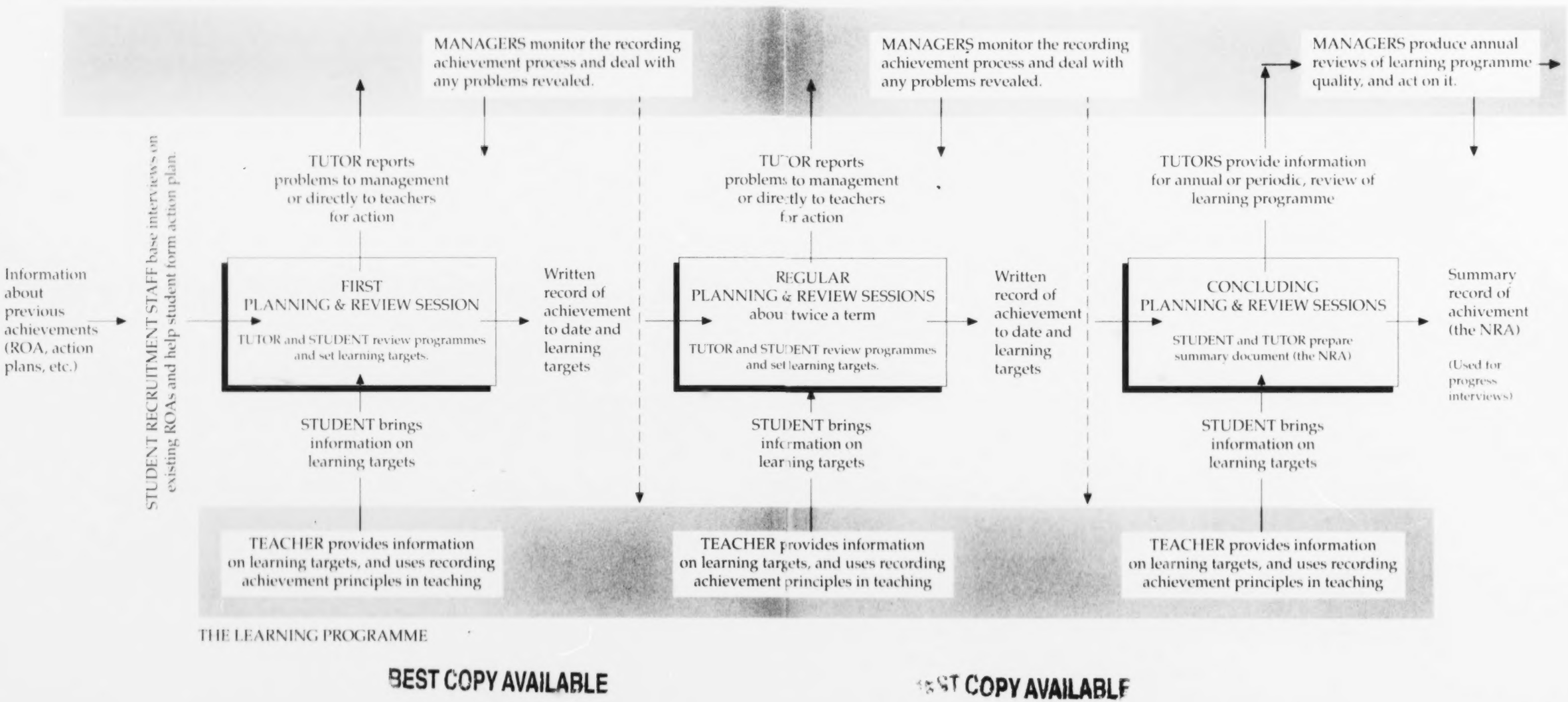
The National Record of Achievement and Support for Personal and Career Development: A Review of Research and Current Activity in Employment, Training and Post Compulsory Education, Employment Department, 1994

Appendix

Managing Learning—An Overview

As the student processes through college, regular PLANNING AND REVIEW *discussions* between the student and their tutor enable the student to manage their learning and the college to manage the quality of its learning programmes.

A PLANNING AND REVIEW session would normally last about half an hour. *Ideally*, the first session would be within a week of the student entering college, and subsequent ones would take place at least twice a term.


MANAGEMENT PROCESS
MANAGERS monitor the recording achievement process and deal with any problems revealed.
MANAGERS monitor the recording achievement process and deal with any problems revealed.
MANAGERS produce annual reviews of learning programme quality, and act on it.
TUTOR reports problems to management or directly to teachers for action
TUTOR reports problems to management or directly to teachers for action
TUTORS provide information for annual or periodic, review of learning programme
Information about previous achievements (ROA, action plans, etc.)
STUDENT RECRUITMENT STAFF base interviews on existing ROAs and help student form action plan.
FIRST PLANNING & REVIEW SESSION
TUTOR and STUDENT review programmes and set learning targets.
Written record of achievement to date and learning targets
REGULAR PLANNING & REVIEW SESSIONS about twice a term
TUTOR and STUDENT review programmes and set learning targets.
Written record of achievement to date and learning targets
CONCLUDING PLANNING & REVIEW SESSIONS
STUDENT and TUTOR prepare summary document (the NRA)
Summary record of achivement (the NRA)
(Used for progress interviews)
STUDENT brings information on learning targets
STUDENT brings information on learning targets
STUDENT brings information on learning targets
TEACHER provides information on learning targets, and uses recording achievement principles in teaching
TEACHER provides information on learning targets, and uses recording achievement principles in teaching
TEACHER provides information on learning targets, and uses recording achievement principles in teaching
THE LEARNING PROGRAMME

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Further information
Further information on this and related work is available from Muriel Green, FEDA East Midlands region, c/o EMFEC, Robins Wood House, Robins Wood Road, Aspley, Nottingham NG8 3NH

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